



UNITED STATES DEPARTMENT OF EDUCATION
OFFICE OF ELEMENTARY AND SECONDARY EDUCATION
ACADEMIC IMPROVEMENT AND TEACHER QUALITY PROGRAMS

December 17, 2009

Veronica Wilson
Office of Educator Licensing and Development
Indiana Department of Education
151 West Ohio Street
Indianapolis, IN 46204

Dear Ms. Wilson:

On November 17, 2009 the Indiana Department of Education (IDOE) submitted a response to the monitoring report that resulted from a program review conducted by the Academic Improvement and Teacher Quality Programs office of the U.S. Department of Education's Office of Elementary and Secondary Education. The program office team reviewed your State's progress in meeting the highly qualified teacher provisions of the Elementary and Secondary Education Act and your State's administration of the ESEA Title II, Part A Improving Teacher Quality State Grants program. Thank you for sending this response to the monitoring report.

This response, in combination with additional information submitted on December 11, 2009, satisfactorily addresses the findings identified in the monitoring report. In particular, the State has provided evidence that it is implementing the correct HQT requirements for new teachers; ESL teachers who teach core academic subjects; new special education teachers; elementary education teachers enrolled in approved alternative programs; and teachers of civics and government, economics, history and geography are highly qualified. Also, the State has ensured the Department that all teachers hired for Title I positions are highly qualified and that all teachers paid with Title II, Part A for the purpose of class-size reduction are highly qualified. The Department will follow up with IDOE to ensure that progress is being made on these issues and that all agreed upon deadlines are met.

During the State agency for higher education (SAHE) portion of the monitoring review, the program team determined the SAHE did not provide evidence that it works in conjunction with the State in awarding the grants and did not provide evidence that it regularly and systematically monitors grantees for compliance with Federal statutes and regulations, applicable State rules and policies and the approved subgrantee application. The SAHE has provided the Department with evidence and a written plan showing that the SAHE works with the State and that it regularly and systematically monitors grantees. This satisfies the further actions requirements for the SAHE portion of the monitoring report.

We commend your excellent work in responding to the concerns raised by the monitoring report. We look forward to continuing to work with you and your staff to ensure that all teachers meet the highly qualified requirements and to help improve the delivery of ESEA Title II, Part A services in Indiana.

Sincerely,

Carol Manitaras
Program Officer

cc: Catisha Coates

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